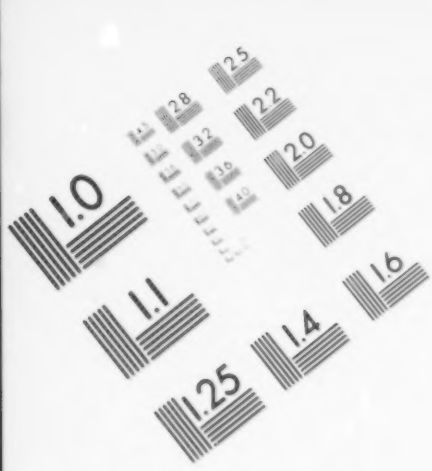


AIIM

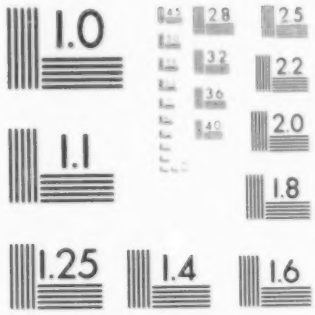
Association for Information and Image Management

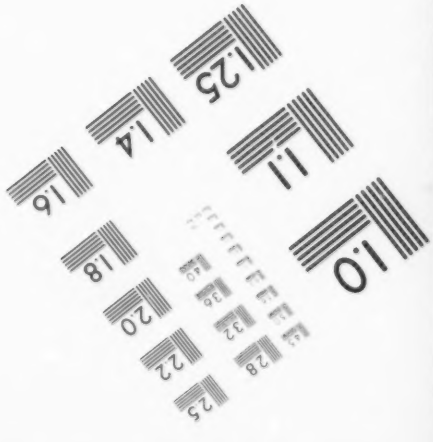
1100 Wayne Avenue, Suite 1100
Silver Spring, Maryland 20910

301/5[illegible]-8202

Centimeter

Inches





MANUFACTURED TO AIIM STANDARDS
BY APPLIED IMAGE, INC.

DOCUMENT RESUME

ED 404 694 CS 509 444

AUTHOR Kamalipour, Yahya R.; And Others
TITLE University Students' Media Habits: A Lithuanian Study.
PUB DATE Nov 96
NOTE 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996). Joint research project of Purdue University-Calumet and Kansas University of Technology, Lithuania.
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College Students; Comparative Analysis; Cross Cultural Studies; *Foreign Countries; Higher Education; *Mass Media; *Mass Media Use; Media Research; Use Studies
IDENTIFIERS *Lithuania

ABSTRACT

A study replicated a 1994 study, "College Students' Media Habits: A National Study." In the present study, Lithuanian university students' media habits relative to American students' media habits were gauged. A total of 1500 survey questionnaires were distributed to 7 of the 16 Lithuanian universities. Background biographical questions were asked, and students were instructed to log their daily media activities for one week. Usable questionnaires returned numbered 1022. The study sheds some light on the level of university students' involvement with the electronic media (radio, television, movies, music) and print media (books, newspapers, magazines) as it relates to both studying and leisure activities. Results indicated that Lithuanian students prefer the radio to all mass media; they like magazines least. For studies, they use books the most and films the least. Comparatively, American students spend the greatest part of their leisure time watching TV, and the smallest part reading magazines. Lithuanian students spend more time than their American counterparts with mass media (80.78% and 70.32% respectively). (Includes 9 tables; contains 13 references.) (NKA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 404 694

University Students' Media Habits: A Lithuanian Study*

A Joint Research Project by
Purdue Unviersity Calumet, USA; and Kaunas University of Technology, Lithuania

Associate Professor Dr. Yahya R. Kamalipour
Associate Professor Dr. Lynda R. Willer
Professor Dr. William L. Robinson
Department of Communication and Creative Arts
Purdue University Calumet
Hammond, IN 46323-2094
Telephone: 219-989-2393
FAX: 219-989-2008

AND

Professor Hab. Dr. Palmira Juceviciene
Associate Professor Dr. Viktorija Barsauskiene
Dr. Birute Januleviciute
Kanaus University of Technology
Kanaus, Lithuania

The authors wish to acknowledge the generous support of the School of Liberal Arts and Sciences, the Department of Communication and Creative Arts, and the Department of Behavioral Sciences of Purdue University Calumet in making possible the national study on which this article is based. The authors would also like to thank the generous support of Kanuas University of Technology and other Lithuanian universities mentioned in this study.

---

* Paper presented at the Annual Convention of Speech Communication Association, San Diego, California, November 23-26, 1996.

CS 501 444

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Y. Kamalipour

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

University Students' Media Habits: A Lithuanian Study

Abstract

This study replicates a 1994 study, "College students media habits: A national study," which was conducted by Professors Yahya R. Kamalipour, William L. Robinson, and Michael L. Nortman of Purdue University Calumet. This study is intended to guage Lithaunian university students' media habits relative to American students' media habits. It sheds some light on the level of university students' involvement with the electronic media (radio, television, movies, music) and print media (books, newspapers, magazines) as it relate to both studying and leisure activities.

Introduction

In recent decades numerous studies have documented the usage and influence of mass media, particularly television, on children and youngsters, ranging from kindergarten to high school, relative to learning, reading, comprehension, behavior, academic achievement, development, and perception (Beentjes, & Van der Voort, 1988; Childers, & Ross, 1973; National Institute of Mental Health, 1982; Neuman, 1988, 1991; Salomon, 1984; Searls, Mead, & Ward, 1985). Although, there is no conclusive evidence regarding the impact of mass media on children and students, most studies suggest that there is certainly a direct connection between the amount of media attendance, particularly television viewing, and students' academic performance. For instance, the more hours children/students spend in front of television the lower is their overall performance in school as compared to those who spend less time in front of television.

Although several books and articles on the students' time budget have been published in Lithuania, no prior research studying the media habits of Lithuanian students was conducted. The earlier studies were concerned only with specific aspects of students' contact with mass media. For instance, more attention was paid to the reading habits of the youth, including students. Furthermore, no comparative research on the demand of Lithuanian and foreign students for mass media was carried out. Therefore, this article

presents the analysis of the time that Lithuanian students devote to mass media in comparison to students in the USA.

Purpose

The purpose of this study was to address the following questions: (1) how do university students utilize their free time in a given day, (2) how much time do they spend with each of the major media (newspapers, magazines, books, radio, TV, music, motion pictures), (3) how much of the time students devote to reading is related to studying for college courses, (4) how much of students time spent with the media is for pleasure, and (5) overall, how do these activities compare with one another.

Methodology

The data reported and analyzed in this study were collected in spring of 1995. The survey instrument, an anonymous questionnaire, probed respondents' habits regarding major mass media (i.e., radio, television, music, movies, newspapers, magazines, books). In addition to a number of biographical questions such as educational status, gender, age, employment, and major, students were instructed to log their daily media activities for a period of one week

A total of 1,500 survey questionnaires were distributed to 7 of the 16 universities in Lithuania during spring smester 1994. Although there is a sampling bias due to the use of volunteers rather than a random sample, the researchers believe that the findings of this study reflect the attitudes and behaviors of the students in general.

In total, 1,022 usable questionnaires were completed and returned by Lithuanian students. Obtained data were analyzed using SPSS for Windows at Purdue University Calumet.

Characteristics of the Respondents

The following data represents the number of those students who identified themselves according to a specified demographic area.

Of the 1,022 usable instruments, 449 were from male respondents, 537 from female respondents. The respondents represent a wide range of disciplines, including Business Administration (N=215), Engineering (N=168), Mathematics (N=153), Medicine (N=133), Education (N=124), Science (N=64), and Humanities (N=36). Respondents represented seven of the 16 Lithuanian universities: Kaunas Medical Academy (KMA), Kaunus University of Technology (KTU), Lithuanian Institute of Physical Education (LKKI), Vilnius University (VU), Vytautas Maonus University (VDU), Lithuanian Academy of Agriculture (LZUA), and Viluius Pedagogical University (VPU).

The number of respondents, according to specified age categories, were: 17-22 (N=959), 23-28 (N=35), 29-34 (N=1), 35 and over (N=1). Of the 1,022 respondents, 813 reported "no job" as their employment status, while 103 respondents reported having a part-time job and 26 respondents reported having a full time job.

Results and Analyses

As noted above, usable questionnaires were returned by 1,022 students. The following pages display the results obtained from those students and provide a descriptive analysis of those results.

Respondents report spending an average of 78.63 hours per week involved with some form of electronic or print media. Of that average, 80.78% is devoted to leisure, and 19.22% is related to study. Radio is the medium which receives the most attention (19.30 hours per week). Magazines receive the least attention (3.01 hours per week) (See table 1).

Table 1: Average Number Of Hours Per Week Devoted To Media, For Leisure Or Study

(Hours displayed are averages of 1,022 respondents; % displayed are of weekly total)

	LEISURE		STUDY		TOTALS	
MEDIA	Hours	%	Hours	%	Hours	%
Television	12.94	16.46	1.10	1.40	14.04	17.86
Books	4.62	5.88	9.79	12.45	14.41	18.33
Music	14.11	17.94	0.66	0.84	14.47	18.78
Magazines	2.36	3.00	0.65	0.83	3.01	3.83
Newspapers	4.84	6.16	1.29	1.64	6.13	7.80
Radio	18.13	23.06	1.17	1.49	19.30	24.55
Movie	6.52	8.29	0.45	0.57	6.97	8.86
TOTALS	63.52	80.78	15.11	19.22	78.63	

Some students reported confusion about the investigators' usage of music (such as the use of stereo, cassettes, and CD's), television, and radio for study purposes. For example, some students, when listening to radio, music, or having the TV on while studying or working on their class assignments, classified these media as being used for study. Given that confusion, it is suggested that although the total number of hours devoted to media per week may be accurate, the usage of media for purposes of study may be somewhat overstated.

A noteworthy result is that respondents reported reading books, newspapers, or magazines 11.82 hours per week for pleasure, while they devoted 51.70 hours per week to movies, music, radio, and television, exceeding the leisure reading level by more than a factor of **four**.

Furthermore, students tend to watch television for pleasure (12.94 hours per week) about as often as they attend to print media (11.63 hours per week) for studying, but their overall usage of the electronic media for pleasure greatly exceeds their usage of the print media for studying (51.70 hours per week compared with 11.63 hours per week).

A similar study was conducted using American college students (Kamalipour, Robinson, & Nortman, 1994). For comparison purposes only Table 2 provides the average number of hours per week devoted to media for leisure or study by American college students.

Table 2: Average Number Of Hours Per Week Devoted To Media, For Leisure Or Study - American College Students

(Hours displayed are averages of 1,138 respondents; % displayed are of weekly total)

	LEISURE		STUDY		TOTALS	
MEDIA	Hours	%	Hours	%	Hours	%
Television	12.14	24.06	.76	1.51	12.90	25.57
Books	1.17	2.32	11.17	22.14	12.34	24.46
Music	7.16	14.19	0.61	1.21	7.77	15.40
Magazines	1.16	2.30	0.69	1.37	1.85	3.67
Newspapers	1.97	3.90	0.55	1.09	2.52	4.99
Radio	9.03	17.90	0.87	1.72	9.90	19.62
Movie	2.85	5.65	0.33	0.65	3.18	6.30
TOTALS	35.48	70.32	14.98	29.69	50.46	

The number of students who engage in leisure use of various print and electronic media for **less than an hour** may identify which of the forms of media have relatively low importance to the respondents in this current study (See table 3).

Table 3: Number And % Of Respondents Reporting Less Than One Hour Of Leisure Involvement Per Week With Media

Less than one hour of leisure use of:	Number and % of Respondents
Books	382 students (37.4% of total sample)
Magazines	568 students (55.6% of total sample)
Music	141 students (13.8% of total sample)
Newspaper	194 students (19.0% of total sample)
Radio	81 students (7.9% of total sample)
Television	66 students (6.5% of total sample)
Movies	307 students (30.0% of total sample)

In comparison, a relatively low importance of reading is seemingly reported by the American college students. Table 4 provides the results of the similar study conducted using American college students. Further, Table 5 shows this comparison directly.

Table 4: Number And % Of American College Student Respondents Reporting Less Than One Hour Of Leisure Involvement Per Week With Media

Less than one hour of leisure use of:	Number and % of Respondents
Books	818 students (71.88% of total sample)
Magazines	678 students (59.58% of total sample)
Music	220 students (19.33% of total sample)
Newspaper	409 students (35.94% of total sample)
Radio	94 students (8.26% of total sample)
Television	34 students (2.99% of total sample)
Movies	403 students (35.41% of total sample)

Table 5: Percent Of American And Lithuanian Students Reporting One Hour Or Less Of Leisure Per Week With Each Medium

Medium	American (N=1138)	Lithuanian (N=1022)
Books	71.9	37.4
Magazines	59.6	55.6
Music	19.3	13.8
Newspapers	35.9	19.0
Radio	8.3	7.9
Television	3.0	6.5
Film	35.4	30.0

INFERENTIAL ANALYSES ACCORDING TO DEMOGRAPHIC POPULATIONS

ANOVA and TukeyB procedures were used to identify significant differences (at the 0.05 level) in the average reported time devoted to the media categories according to **Major and University**. ANOVA, according to Michael Singletary, "is a natural extension of the means test, but places a greater emphasis on the variation within and among groups than on the means of the group" (p. 218).

ANALYSIS OF MEDIA VARIABLES BY MAJOR

The One-way ANOVA (Analysis of Variance) and TukeyB analyzing each media variable by Major revealed significant differences between the **Book (Leisure, Study), Music (Leisure), Radio (Leisure, Study), TV (Leisure), Film (Leisure), and Magazine (Study)** variables by Major. The following Table 6 provides the ANOVA statistics of each of these media variables.

TABLE 6: Analysis of Variance of the Relationship between the Media Variables and Major

Medium	F	Degrees of Freedom	Probabilty
Book (L)	5.25	7, 893	.0000
Book (S)	28.42	7, 895	.0000
Music (L)	8.11	7, 900	.0000
Radio (L)	5.42	7, 910	.0000
Radio (S)	2.61	7, 858	.0114
TV(L)	7.17	7, 913	.0000
Film (L)	14.58	7, 896	.0000
Magazine (S)	3.82	7, 843	.0004

*(L) denotes Leisure and (S)denotes Study

Media Variable: Table 7 summarizes the means and standard deviations of this analysis

(1) Book(L): Mathmatics majors spend more time reading books for leisure (mean=6.98) than all other majors in the survey.

(2) Book (S): Science majors(mean=8.96), **Management** majors(mean=9.87), **Business Administration** majors(mean=9.99), **Mathematics majors** (mean=10.04), **Humanities** majors(mean=11.38), and **Medicine** majors(mean=18.88) spend more time reading books for study purposes than **Education** (mean=5.08) and **Engineering** (mean=5.23) majors. Furthermore, **Medicine** majors also significantly exceeded all the other majors in this area.

(3) Music (L): **Education and Mathematics** majors listen to music for pleasure (mean = 19.91 and 18.21, respectively) to a greater degree than the time reported by **Medicine**, **Management**, **Science**, and **Business Administration** majors (means of 7.11, 9.94, 10.70, 12.48, respectively). Additionally, a significant difference was identified between **Business Administration** and **Engineering** majors (means=12.48 and 14.97) and **Medicine** majors (mean=7.11).

(4) Radio (L): Medicine majors reported significantly less hours listening to the radio for leisure (mean=11.16) than reported by **Education, Business Administration, Engineering,** and **Mathematics** majors (means of 20.23, 17.19, 20.78, 21.46, respectively).

(5) Radio (S): Medicine majors (mean=.16) also report significantly less hours listening to the radio for study purposes than **Engineering** (mean=2.14) and **Mathematics** (mean=2.23) majors.

(6) TV (L): Mathematics (mean=14.61), **Education** (mean=15.40), and **Engineering** (mean=16.50) majors all report significantly more time spent in leisure with the medium of television than **Humanities** (mean=8.11) and **Medicine** (mean=9.53) majors. **Engineering** majors also report more time in this area than **Management**, **Science**, and **Business Administration** majors (means=10.78, 11.04, 12.10, respectively).

(7) Film (L): Education majors significantly report spending more time (mean=11.75) watching films for leisure than any other major. **Engineering, Business Administration, and Mathematics** majors report significantly more time (means=8.58, 5.75, and 6.47, respectively) than **Medicine** majors (mean=2.63). Additionally, **Engineering** majors also spend a significant amount of time watching films for leisure than **Humanities, Science, and Business Administration** majors (means=3.72, 3.93, 5.75, respectively).

(8) Magazine (S): Mathematics majors (mean=1.62) report significantly more time utilizing magazines for study purposes than **Science, Engineering, Medicine, Business Administration, and Education majors** (means=.30, .31, .32, .51, and .68, respectively). Although this represents a statistical significance, the differences are not particularly practically significant with less than an average of one hour per week reported.

TABLE 7: MEAN/STANDARD DEVIATION: MEDIUM BY MAJOR

Major	n**	Book (L)	Book (S)	Music (L)	Radio (L)	Radio (S)	TV (L)	Film (L)	Maga-zine (S)
MGT	48	4.36/ 4.29	9.87/ 9.56 *	9.94/ 8.20	13.33/ 11.26	.81/ 3.32	10.78/ 8.18	4.68/ 6.13	1.12/ 2.07
BA	215	5.14/ 5.34	9.99/ 9.81*	12.48/ 12.27 *	17.19 15.34 *	.92/ 5.16	12.10/ 8.05	5.75/ 5.86*	.51/ .99
EDU	124	4.16/ 4.84	5.08/ 6.79	19.91/ 24.66 *	20.23/ 22.28 *	1.35/ 4.10	15.40/ 10.98 *	11.75/ 8.25*	.68/ 1.65
HM	36	3.0/ 3.98	11.38/ 8.40*	10.87/ 12.59	14.08/ 11.73	.67/ 1.91	8.11/ 6.17	3.72/ 4.53	.96/ 2.41
SC	64	3.52/ 3.90	8.96/ 8.83*	10.70/ 13.57	18.45/ 18.21	.37/ .89	11.04/ 9.39	3.93/ 5.72	.30/ 1.07
ENG	168	4.20/ 3.49	5.23/ 8.08	14.97/ 17.13 *	20.78/ 22.28 *	2.14/ 8.11*	16.50/ 18.74 *	8.58/ 14.3*	.31/ 1.07
MED	133	3.48/ 5.24	18.88/ 10.9*	7.11/ 7.23	11.16/ 9.63	.16/ .78	9.53/ 5.68	2.63/ 3.87	.32/ .93
MA	153	6.98/ 8.95*	10.04/ 9.46*	18.21/ 21.58 *	21.46/ 16.72 *	2.23/ 6.12*	14.61/ 9.17*	6.47/ 6.99*	1.62/ 5.77*

Major Codes: MGT=Management, BA=Business Administration, EDU=Education, HM= Humanities, SC=Science, ENG=Engineering, MED=Medicine, and MA= Mathematics

**Number of students figure is based on demographic analysis, the number of cases used to calculate mean and standard deviation within each medium may vary from this original number

*Represents medium/major in which significant differences were identified at the p=.05 level

ANALYSIS OF MEDIA VARIABLES BY UNIVERSITY

The One-way ANOVA and TukeyB analyzing each media variable by University revealed significant differences between the **Book (Leisure, Study), Music (Leisure), Radio (Leisure, Study), TV (Leisure, Study), Film (Leisure), and Newspaper (L)** variables by University. The following Table 8 provides the ANOVA statistics of each of these media variables.

TABLE 8: Analysis of Variance of the Relationship between the Media Variables and University

Medium	F	Degrees of Freedom	Probabilty
Book (L)	8.59	5, 939	.0000
Book (S)	43.80	5, 940	.0000
Music (L)	13.62	5, 946	.0000
Radio (L)	10.20	5, 957	.0000
Radio (S)	3.07	5, 897	.0093
TV(L)	6.50	5, 961	.0000
TV (S)	2.41	5, 894	.0350
Film (L)	24.12	5, 944	.0000
Newspaper (L)	2.99	5, 961	.0110

*(L) denotes Leisure and (S)denotes Study

Media Variable: Table 9 summarizes the means and standard deviations of this analysis

(1) <u>**Book(L):**</u> Students from **KTU** report spending more time reading books for leisure (mean=5.87) than respondents from **VPU, KMA, LKKI**, and **VDU** (means=2.37, 3.40, 3.88, 3.89, respectively).

(2) Book (S): There was a significant difference between **KTU** (mean=7.75) and **LKKI** (mean=4.93)in the report of time spent reading books for study purposes. Furthermore, students from **VDU** (mean=10.93) and **VPU**(mean=12.27) report significantly greater amounts spent reading books for study purposes than students from

VU, LKKI, and **KTU** (means=3.22, 4.93, 7.75, respectively). Students from **KMA** (mean=18.40) report significantly greater amounts of time spent reading books for study purposes than any other university.

(3) Music (L): KTU and LKKI students listen to music for pleasure (mean = 16.39 and 19.92, respectively) to a greater degree than the time reported by **KMA, VDU,** and **VPU**(means of 7.24, 9.72, and 9.75 respectively). Additionally, a significant difference was identified between **LKKI** and **VU** (means=19.92 and 10.65).

(4) Radio (L): Significant differences were identified between **VPU, LKKI, KTU**, and **VU**(means=17.23, 19.93, 20.55, and 24.26, respectively) and **KMA**(mean=10.76) in the amount of time reported listening to the radio for leisure purposes. **LKKI, KTU**, and **VU** students also report significantly different amounts of time utilizing the radio for leisure purposes than **VDU** (mean=13.31) students.

(5) Radio (S): KTU (mean=1.78) students also report significantly more hours listening to the radio for study purposes than **KMA** (mean=.16) students. However, once again, although this represents a statistical significance, the differences are not particularly practically significant with such small average amounts of time reported.

(6) TV (L): LKKI(mean=14.40) and **KTU**(mean=14.47) students all report significantly more time spent in leisure with the medium of television than **KMA**(mean=9.38) students. **KTU** students also report more time in this area than **VDU** students(mean=10.95).

(7) TV (S): A significant difference was found between **KTU** (mean=1.71) students and **KMA** (mean=.11) students concerning the amount of time they report viewing television for study purposes.

(8) Film (L): LKKI (mean=11.96) students significantly report spending more time watching films for leisure than any other university's students. **KTU** students report significantly more time (mean=7.48) than **VPU, KMA, and VDU** stuents (means=2.44, 2.90, and 4.63, respectively).

(9) Newspaper (L): The only significant difference in this category was identified between **KTU** students (mean=6.11) and **KMA** students (mean=2.58).

TABLE 9: MEAN/STANDARD DEVIATION: MEDIUM BY UNIVERSITY

University	n**	Book (L)	Book (S)	Music (L)	Radio (L)	Radio (S)	TV (L)	TV (S)	Film (L)	Newsper (L
KMA	150	3.40/ 5.28	18.40/ 11.50*	7.24/ 7.43	10.76/ 9.76	.16/ .74	9.38/ 5.68	.11/ .33	2.90/ 4.10	2.58/ 2.00
KTU	461	5.87/ 6.98*	7.75/ 8.37*	16.39/ 17.87*	20.55/ 18.81*	1.78/ 6.67*	14.47/ 13.63*	1.71/ 8.13*	7.48/ 10.05*	6.11/ 17.63
LKKI	131	3.88/ 4.69	4.93/ 6.62	19.92/ 24.17*	19.93/ 21.91*	1.39/ 4.09	14.40/ 9.50*	1.18/ 2.45	11.96/ 8.15*	5.79/ 11.98
VU	25	5.52/ 4.60	3.22/ 3.21	10.65/ 11.82	24.26/ 20.02*	.59/ 1.17	11.57/ 11.73	1.04/ 2.47	5.25/ 6.92	3.77/ 3.68
VDU	139	3.89/ 4.45	10.93/ 9.01*	9.72/ 9.10	13.31/ 12.69	.97/ 4.23	10.95/ 7.34	.83/ 1.74	4.63/ 5.71	3.65/ 3.22
VPU	80	2.37/ 3.23	12.27/ 10.34*	9.75/ 12.87	17.23/ 15.53*	.23/ .96	11.63/ 8.97	.15/ .54	2.44/ 4.50	1.97/ 1.56

**Number of students figure is based on demographic analysis, the number of cases used to calculate mean and standard deviation within each medium may vary from this original number

*Represents medium/university in which significant differences were identified at the p=.05 level

Conclusions

Based on the research results we can argue that Lithuanian students prefer the radio to all mass media (23.6%).They like the magazines the least (3%). For studies they use books (12.45%) the most and films (0.57%) the least. To compare, the American students spend the greatest part of their leisure time watching TV (24.06%) and the smallest - reading magazines (2.3%). They prefer deepening their knowledge using books (22.14%). The least helpful are the newspapers (0.55%).

The Lithuanian students spend more time than their American counterparts with mass media (80.78% and 70.32% respectively). It can be explained by the fact that after Lithuania regained Independence its press has become much more objective and detailed than in Soviet times. Therefore the interest of Lithuanian people, including the students, for mass media has become more intensive.

References

Beentjes, J. W., J., & Van der Voort, T. H. A. (1988). Television's impact on children's reading skills: A review of research. Reading Research Quarterly, 23, 389-413.

Childers, P., & Ross, J. (1973). The relationship between viewing television and student achievement. Journal of Educational Research, 66(7), 317-319.

Fetler, M. (1984). Television viewing and school achievement. Journal of Communication, 34(2), 104-118.

Kamalipour, Y. R., Robinson, W. L., & Nortman, M. L. (1995, April). College students' media habits: A national study. Paper presented at the meeting of Popular Culture Association, Philadelphia, PA.

Leonavièius, J. (1980). Studentø laiko biudþetas. Vilnius: Mintis.

National Institute of Mental Health. (1982). Television and behavior: Ten years of scientific progress and implications for the eighties (DHHS Publication No. ADM 82-1195). Washington, DC: U.S. Printing Office.

Neuman, S. B. (1988). The displacement effect: Assessing the relation between television viewing and reading performance. Reading Research Quarterly, 23, 414-440.

Neuman, S. B. (1991). Literacy in the television age: The impact of the TV effect. Norwood, NJ: Ablex.

Raguotienë, G. (1993). Skaitybos rûpesèiai svetur ir namie. Tarp knygø, 12, 5-7.

Salomon, G. (1984). Television is "easy" and print is "tough": The differential investment of mental effort as a function of perceptions and attributions. Journal of Educational Psychology, 76, 647-658.

Searls, D. T., Mead, N. A., & Word, B. (1985). The relationship of students' reading skills to TV watching, leisure time reading, and homework. Journal of Reading, 29, 158-162.

Singletary, M. (1994). Mass communication research: Contemporary methods and applications. New York: Longman.

Ulevièienë, A. (1988). Studentas ir knyga. Bibliotekø darbas, 9, 8-9.